

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Mary Scarlato

Official School Name: PS 31 Samuel Dupont School

School Mailing Address:
75 Meserole Avenue
Brooklyn, NY 11222-2634

County: Brooklyn State School Code Number*: 331400010031

Telephone: (718) 383-8998 Fax: (718) 383-5652

Web site/URL: http://schools.nyc.gov/SchoolPortals/14/K031/default.htm E-mail:
mscarla@schools.nyc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. James Quail

District Name: District 14 Tel: (718) 935-3698

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mario Aguila

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 20 | Elementary schools |
| 8 | Middle schools |
| 0 | Junior high schools |
| 9 | High schools |
| 1 | Other |
| 38 | TOTAL |

2. District Per Pupil Expenditure: 15144

Average State Per Pupil Expenditure: 17330

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	14	21	7			0
K	41	40	81	8			0
1	50	43	93	9			0
2	43	37	80	10			0
3	37	49	86	11			0
4	46	48	94	12			0
5	51	41	92	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							547

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 12 % Asian
 _____ 4 % Black or African American
 _____ 50 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 34 % White
 _____ % Two or more races
_____ 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	52
(4)	Total number of students in the school as of October 1.	547
(5)	Total transferred students in row (3) divided by total students in row (4).	0.095
(6)	Amount in row (5) multiplied by 100.	9.506

8. Limited English proficient students in the school: 7 %

Total number limited English proficient 39

Number of languages represented: 16

Specify languages:

Spanish, Polish, Russian, Urdu, Bengali, Chinese, Cantonese, Vietnamese, Arabic, Punjabi, Slovak, Portugese, Ukranian, Latvian, Pashto, Albanian

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 360

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>56</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	98%	98%	98%	96%	97%
Teacher turnover rate	6%	7%	8%	21%	22%

Please provide all explanations below.

There is not data available for the teacher turnover rate for 2006-07 and 2007-08.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The mission of PS 31 is to encourage each child to be a successful lifelong learner. We provide a safe and orderly environment in which every child is respected and urged to maximize his/her potential for learning. We are committed to providing an environment that will educate the whole child and focus on each child's social, emotional and educational needs so that every child can be an asset to their community. Our goal is that every child, parent and staff member join together as a community to provide the design to achieve our mission.

PS 31, Magnet School for the Arts and Humanities is a culturally diverse elementary school located in an urban neighborhood in Brooklyn, New York. Our student population of 547 students is distributed into 28 classes. Many students come from countries outside the US. The cultural diversity found in our school population and community contributes to the educational experiences of all students. Although our school building was constructed over 100 years ago, it is extremely well maintained. Student work is displayed throughout the school and celebrated with pride.

Our highly successful standards-based curriculum is infused with arts and humanities to inspire our students' imaginations and challenge their academic growth. Working as a team, we plan, set goals, objectives and intervention strategies to meet the needs of each student. We respond to learning problems as soon as they are observed. We strive to develop and monitor early interventions that are tailored to the particular child's issues in order to resolve problems early. Students are expected to meet and exceed rigorous academic standards in a performance-based core curriculum. Students are also exposed to diverse cultural and artistic programs that encompass literacy, history, science, music, visual and performing arts, foreign language and technology. The Magnet themes offer students unique learning opportunities to explore the works of great authors, ancient civilizations, the earth and its environment. School-wide theme driven projects, author visits, trips to cultural sites, and musical performances are integrated into the core curriculum.

PS 31 cultivates a passionate community of learners. As a professional learning community, collaboration between the administration and staff combined with professional development sessions ensure a culture where students and staff alike embrace learning. The administrators and entire pedagogical staff participate in the inquiry process, analyzing and reviewing data in order to tailor instruction on a granular level to meet the needs of each child. Two Inquiry Teams guide the staff through the inquiry process and school-wide initiatives. Teachers' schedules allow time for grade level collaboration in which they are involved in analyzing student work, assessments, designing curriculum and working together to implement school programs. New teachers are supported by our mentoring program which pairs them with an experienced teacher to guide them through their first two years of teaching.

The PS 31 community recognizes the importance of partnerships for the success of the school. Parents are an integral part of the school including an active PTA and School Leadership Team. Partnerships with community organizations have extended student learning beyond the classroom. Through residencies, students enter the world of visual arts through sculptures, portraits and murals while utilizing skills that connect the arts to various disciplines. Cultural organizations work with students directly complementing the Magnet program and ensuring high quality arts instruction. Our many extracurricular activities make our school even more distinctive: Student Run Bookstore, Chess in the Schools, Residencies in Visual Arts, Dance and Drama, Live Theatrical Performances, After School Programs (Literacy and Mathematics, Chess, Table Tennis, Digital Photography, Karate, Soccer, Dance Club, ESL), Saturday Academies, Magnet Summer Enrichment Program.

We are very proud that PS 31 has a broad record of recognition over the past 12 years for its educational excellence. We were awarded the US Department of Education Title I Distinguished School Award on the

State level in 1997, and in 1999 we received the award on the Federal as well as the State level. PS 31 won the Mayor's Best Performing School's Award in 1997. We were the recipient of the High Performing/Gap Closing School Award in 2006, 2007 and 2008. Additionally, we won the Magnet Schools of Distinction Award in 2008.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our assessment results in English language arts and mathematics have been remarkable with students performing consistently at high levels over the past five years.*

Student performance on the NYS Assessments in English language arts and mathematics at the elementary levels is reported in terms of the percentage of students scoring at or above level 3, and students scoring at the highest score, level 4. The NYS Performance Level Descriptors range from level 1 through level 4. As defined by NYS, students performing at Level 3 are considered: "Meeting Learning Standards: Student performance demonstrates an understanding of the content expected in the subject and grade level." Students performing at Level 4 are defined as: "Meeting Learning Standards with Distinction: Student performance demonstrates a thorough understanding of the content expected in the subject and grade level." Additional information on NYS Assessments can be found at <http://emsc.nysed.gov/osa>.

Over the three year period from 2005-2006 to 2007-2008, our sub-groups have made impressive gains in both English language arts and mathematics. Hispanic students scoring levels 3 and 4 on the NYS English Language Arts Assessment have increased by 5% in Grade 3, 8% in Grade 4, and 14% in Grade 5. Additionally, Grade 4 Hispanic students have made gains of 11% scoring at the highest level, level 4. On the NYS Mathematics Assessment, Hispanic students performing at levels 3 and 4 made gains of 4% in Grade 3, 1% in Grade 4, and 2% in Grade 5. In the 2007-2008 school year, 100% of Grade 5 Hispanic students performed at levels 3 and 4.

Economically disadvantaged students have made tremendous gains as well on the NYS English Language Arts Assessment with a 14% increase of students in Grade 3 scoring levels 3 and 4 and an 11% increase of students performing at the highest level, level 4. Grade 4 students showed gains of 12% performing at levels 3 and 4 and Grade 5 students made gains of 21% scoring levels 3 and 4, with an increase of 7% scoring at level 4. Economically disadvantaged students have also made great strides in Math. Grade 3 showed an increase of 17% performing at level 4 as well as 100% of students scoring at least level 3 over the same three year period. Grade 4 economically disadvantaged students show a 31% gain in scoring levels 3 and 4 over the three years. Grade 5 showed a 13% increase in level 4 performance over the three year period. In addition, 100% of these Grade 5 students scored a minimum of level 3 over the entire three year period.

On the NYS English Language Arts Assessment, White students in Grade 3, showed a 9% decrease scoring levels 3 & 4 over the past three years. However, all tested students declined 4% over the same three year period. In 2007-2008, 90% of all Grade 3 students scored levels 3 & 4 at PS 31 as compared to the New York City average of 61%. In Grade 4, White students showed a gain of 13% of students performing at levels 3 and 4. In Math 100% of Grade 3 White students scored at least level 3 for the past three years. In Math, 100% of Grade 5 White students consistently performed at levels 3 and 4 for the past three years.

The performance of all tested students on the NYS English Language Arts Assessment has been excellent. Of all tested students, grade 4 showed an increase of 15% of students performing at levels 3 and 4 over the past five years. In Grade 5, all tested students showed gains of 10% over the past three years. We are extremely proud of our remarkable results for all tested students on the NYS Mathematics Assessment. Grade 3 students showed a 2% increase in levels 3 and 4, with a 7% increase of level 4 performance. For all tested students in Grade 4, there was an increase of 3% for students scoring levels 3 and 4 as well as an 11% increase for students scoring level 4 over the five year period. In Grade 5, all tested students showed an increase of 1% in students scoring levels 3 and 4, with 100% of students scoring levels 3 and 4 in 2007-2008.

*(Our results reported are only over three years in Grades 3 and 5 since NYS assessments were administered for the first time in English language arts and mathematics in the 2005-2006 school year. There is no sub-group information available for Grade 4 for 2003-2004 and 2004-2005).

2. Using Assessment Results:

We apply a data-driven approach to improving student performance consistently throughout the grade levels. We closely monitor data to assess students' strengths and weaknesses through the analysis of diagnostic, formative, and summative assessment. Data is analyzed and disaggregated in many ways such as sub-groups, and used to plan the instructional program. We measure data comparatively to past performance as well as to similar schools.

A variety of monitoring systems are used to gather data including: teacher-made assessment, school-wide assessment, state-wide assessment, portfolio assessment, NYC Interim Assessment, NYC School Progress Report and Inquiry Team data. The administration and teaching staff review and revise our school's assessment program on an ongoing basis to ensure it is aligned with grade level standards. Data is gathered consistently throughout the grade levels. All classroom teachers have an assessment binder with individual student data and an action plan for each child in his/her class with short and long term objectives, with measureable goals. Teachers meet on an ongoing basis with administration and colleagues during grade level meetings, faculty conferences and common preparation periods. Data is reviewed, used to plan curriculum and drive instruction. Timelines and pacing calendars are used as periodic checkpoints to evaluate progress. New strategies are implemented and instructional practices are revised.

Assessment data is utilized school-wide on a systematic basis. The Principal's Cabinet, Inquiry Teams, and School Leadership Team use aggregate school-wide data to evaluate the school's effectiveness. For example, the Inquiry Teams analyze data to identify students who are in the lowest 1/3 of the school in English language arts performance. Target groups of students are formed. Action plans are developed to improve student performance. Specialized teachers deliver instruction three times a week based on their analyzed weaknesses. These targeted groups are monitored at regular intervals to evaluate progress. Action plans are revised so that students meet success. The Principal's Cabinet reviews our Learning Environment Survey which gives survey results from teachers and parents on their views regarding our school's environment. We use this data to initiate school improvement.

3. Communicating Assessment Results:

Our assessment results are communicated publicly to parents, students and the community in numerous ways. Parents are kept abreast of their child's progress through written communication, meetings, workshops, conferences and via the school's website. Parents are sent formal progress reports in November, March and June. Teachers meet with parents during the officially designated time for Parent Teacher Conferences in November and March as well as whenever necessary to discuss student progress. In addition, teachers meet with parents informally on a daily basis during arrival and dismissal. Tests and assessment results are sent home on a weekly basis. During PTA meetings assessment data and reports such as the NYC School Progress Report are disseminated and explained in detail to parents. Workshops for parents are given on the NYS Assessments to enlighten parents on testing expectations for their children. Notices, newsletters and calendars are sent home to inform parents of upcoming events.

Students in our school are knowledgeable of their performance. They are made aware of their performance on a daily basis from teacher conferencing and feedback during class. Weekly tests are administered and results are reviewed with students. Student rubrics are used for self-assessment to support students in monitoring

their own progress. Students demonstrate understanding of the data by graphing and analyzing their weekly test results. Portfolios are utilized for benchmark work.

The community as well as parents can access data and statistical information on our school via our website at <http://schools.nyc.gov/SchoolPortals/14/K031/AboutUs/Statistics/default.htm>. They can view our Learning Environment Survey, Quality Review Report, Progress Report, Annual School Report Card, NYS Accountability and Overview Report, NYS Comprehensive Information Report, CEP Demographics and Accountability Snapshot as well as data on attendance, budget, and arts education programs. We host school tours several times a year. These tours are publicized in local community newspapers.

4. Sharing Success:

PS 31 has been proud to share its successes with other schools and will continue to do so if it receives the prestigious honor of a Blue Ribbon School Award. We have had superintendents of districts as well as principals and teachers from NYC visit our school to tour our building and share best practices. Principals' Conferences have been held in our school to showcase our literacy and math program. Our teachers are thrilled to share their knowledge and pedagogical expertise with their colleagues as well as other educators.

Our District Superintendent had requested that we videotape our Inquiry Team discussions to share with other Inquiry Teams in NYC to deepen their understanding of the work. The videotape shows how we analyze data and plan for interventions. It shows how these discussions with school staff initiate school-wide change. We have shared our systems for tracking data, analyzing data and implementing action plans with other schools in the past as well.

Our teachers, administrators and staff developers share successful strategies with other schools by presenting workshops at the district/network level on various topics to other pedagogues. Some of the topics include: Analyzing Data, Differentiating Instruction, Test Sophistication, and Higher Order Thinking Skills.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

We provide a highly successful NYS standards-based curriculum that builds a solid academic foundation for our students. In Literacy we follow the Treasures Reading Language Arts Program which is a comprehensive, research-based, nationally tested, and aligned program for grades K-5 published by the McGraw Hill/Macmillan Company. In Mathematics, we utilize the Math Connects Program, which is a research-based, comprehensive program for grades K-5 published by the McGraw Hill/MacMillan Company. specifically designed to meet NYS Standards.

Our school developed core curriculum is infused with arts and humanities through our Magnet Program themes. Some of our past and present themes have included: Great Authors, Great Civilizations, Go Green, Great Inventors, The Branches of Government and Great States. The school-wide Magnet Program theme-driven projects and activities involve and link into everyday aspects of the core curriculum. Author visits, trips to cultural and historical sites, musical performances and projects are designed to enrich students' academic and cultural lives. These projects and activities involve literacy, math, science, social studies, technology and the arts. Rubrics are created to assess students with the culminating theme projects. In all core curriculum areas, instruction is delivered through modeling, teacher-directed practice, independent practice and/or cooperative/paired group application. Students are engaged in working independently as well as collaboratively after clear, concise teaching and modeling has taken place. All students are held to high standards, encouraged to do their best and to be reflective of their learning. Teachers assess students and give immediate feedback throughout the lessons and individual student conferencing.

Instruction in reading/English language arts is uniform, seamless, and tailored to meet the needs of all students from kindergarten through grade five. Pacing calendars and timelines are planned collaboratively to deliver the curriculum and ensure it is aligned with NYS English language arts standards. It is based on a comprehensive, differentiated reading initiative which is teacher-directed with opportunity for student engagement and independent application. Practice is provided at their instructional level. Students become skillful readers and thinkers as they are taught reading strategies. Listening, as well as decoding, reading comprehension, vocabulary and written expression/mechanics and organization are taught and applied daily. Technology is used regularly to support instruction in the classroom, in the library/media center and the technology lab. Intensive Academic Intervention Services (AIS) is given during the school day, during an early morning session, after school and Saturdays to students who are struggling or "at risk" of not meeting NYS Standards.

Math instruction is also delivered within the framework of the Math Connects Program and curriculum which is aligned with NYS Math standards. The program includes visuals, manipulative materials and technology in order to enhance and diversify practice in mathematical concepts, reasoning and skills. All students are held to the same high standards but practice is provided at their instructional level in order for them to be successful learners. We provide a myriad of resources and supports in order for them to navigate the curriculum. Intensive Academic Intervention Services (AIS) is given during the school day, during an early morning session, after school and Saturdays to students who are struggling or "at risk" of not meeting NYS Standards.

In Social Studies and Science, students also follow a planned curriculum aligned with NYS standards. In Social Studies, the Harcourt Brace textbook series along with content specific materials compliment and support the curriculum. In Science, the MacGraw Hill/MacMillan Science textbooks along with these materials along with content specific materials and inquiry based lessons challenge the students to apply scientific procedures. Hands-on practicum in the lab setting encourages students to form hypotheses and formulate strategies to secure outcomes. We provide students with workshops as well as field trips to

scientific venues where they continue to explore. Social Studies are enhanced through primary source documents, partnerships with historical societies and visits to many historically pertinent sites.

In the visual and performing arts children learn to create works of art through a variety of mediums including paint and mosaics. Students in Grades 1 and 2 receive school developed instruction in recorder, while students in Grades 3 and 4 receive school developed instruction on keyboards. Poise and partnership is instilled through chess with Chess in the Schools, dance with the American Ballroom Dance Company and drama residencies with Stages of Learning.

2a. (Elementary Schools) Reading:

Our literacy curriculum is uniform, vertically and horizontally aligned from kindergarten through grade five. PS 31 implemented McMillan Treasures Reading Language Arts Program which is a research-based, nationally tested, aligned, comprehensive program for grades kindergarten through fifth. The program also aligns with NYS ELA standards and addresses the following areas of reading: decoding, word recognition, print awareness, fluency, background knowledge, vocabulary, comprehension and motivation to read. It also provides strategies for English language learners and supports students with special needs, thus providing comprehensive differentiated instruction for all students. Teachers use the Treasures program for a basis for their lessons, tailoring it to meet the individual needs of their particular class as well as individual students within their class. The MacMillan Treasures program was chosen because of its print rich, comprehensive and differentiated nature that delivers a solid foundation in literacy with cross-curricular connections. This is especially important in the early childhood grades where seamless, consistent and deliberate instruction is vital to nurturing skillful readers. The program provides for direct, modeled instruction and practice in the areas of fluency, comprehension, vocabulary, phonemic awareness and decoding.

There is ample opportunity for student engagement, group/partner work, and independent application. A variety of visual and technology components support the instruction. The Treasures program exposes students to a vast array of genres and literary styles. They are taught to navigate through those genres while acquiring critical thinking skills. Children read and discuss selections daily. In addition, students learn how to organize their thoughts as they provide written responses to the literature.

Student progress is monitored by an assessment component of the program which includes chapter and unit assessments. Teachers assess students' abilities to infer, summarize, draw conclusions, find details, distinguish between fact and opinion, determine author's purpose, identify main idea as well as story elements on a daily basis through questioning, discussion and individual conferencing.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Our mathematics program is uniform, vertically and horizontally aligned from kindergarten through grade 5. PS 31 has implemented the McGraw Hill/MacMillan Math Connects Program, which is a research-based, comprehensive program for grades K-5 specifically designed to meet NYS Standards. Pacing calendars are collaboratively designed by teachers on each grade level. The program provides a balanced in-depth approach to teaching mathematical concepts, skills, problem solving and mathematical reasoning within the process strands. This is accomplished through print, text, visuals, technology and manipulative materials. Technology in the classroom as well as in the computer lab also supports the math curriculum through supplemental software.

Math is taught daily by classroom teachers as well as support staff through direct instruction followed by guided practice, independent/partnered practice and application. Skills are reviewed on an ongoing basis. Formal and informal assessments are vital components of our math program. Informal assessment is done on a daily basis during lessons. Formal assessment is scheduled on a weekly basis school-wide.

Instruction is differentiated so that students are taught and practice at their instructional level in order to understand the mathematical concepts and apply learning. Students learn to problem solve, approximate, self-monitor and reflect. Teachers scaffold, re-teach, observe, clarify, coach and set goals to hand over learning responsibility to the students.

Math is extended to and connected with other curriculum areas including literacy, social studies, and science. Students collaborate on projects where they collect, sort and analyze data in lists, diagrams and graphs. In the science lab, students make estimates and hypotheses that involve mathematical concepts. In addition, students calculate, measure lengths and angles, when they draw to scale or while constructing models and dioramas.

Students in grades four and five apply math skills in their jobs at the student run bookstore. They are employed as cashiers, managers, inventory clerks and stock clerks.

4. Instructional Methods:

PS 31 is fully committed to meeting the diverse needs of our culturally and academically diverse population, especially the sub-groups. The administration collaborates with teaching staff including the Inquiry Team to review data, plan curriculum and acquire resources necessary to succeed. Sub-group data is carefully monitored including class assessments, interim assessments, school-wide assessments and standardized assessments. All classroom teachers create an assessment binder which includes the results and analysis of a variety of assessments for each student. This information is regularly updated and reviewed so that a specific action plan is formulated.

Implications for our instructional program are derived from regular monitoring and the analysis of hard and soft data. New and specific strategies are implemented while other instructional practices may be revised. Standards-based lessons that engage and challenge students at their appropriate developmental levels are designed and planned. Due to thoughtful planning and aligning curriculum with resources, differentiated instruction easily falls into place. Lessons are modified to deliver the same curriculum on each student's instructional level. For example, our reading program, Treasures provides books, resources and materials for differentiated instruction. Students are grouped by ability and books and materials that are "on", "below" or "beyond" grade level. In addition, all classrooms contain comprehensive leveled libraries for independent reading.

Each classroom is outfitted with computers that have a variety of software programs, such as Lexia and WordQ which support decoding, phonemic awareness, comprehension, vocabulary and writing. Books on tape, talking dictionaries and Califone readers are made available to support struggling students. Supplemental interventions are provided for to support students in meeting grade level standards. Teachers trained in the Wilson Reading program provide small group instruction in decoding and reading. Service providers (English as a Second Language, Reading Teachers, etc.) push in and pull out students from their classrooms to scaffold and differentiate instruction further. Additional targeted instruction is delivered during our Early Morning Instructional Program. After school programs in literacy, mathematics and English as a Second Language are offered twice a week and on Saturdays.

Classroom teachers, support staff and service providers meet regularly, monitor progress, adjust instructional practices and revise action plans.

5. Professional Development:

Professional development is an essential component of the PS 31 fabric. As a true community of learners we value continual learning, refinement of teaching skills, and expanding our knowledge base with the latest research. Our school's priorities include supporting all pedagogues' needs on a differentiated basis: novice, seasoned, and by grade level. The administration shares in learning along with the teachers as well as attending workshops, conferences and study groups for principals and assistant principals. Information from workshops and conferences is turn-keyed and shared during faculty conferences and professional development.

Teachers meet during faculty and grade conferences, regular scheduled common preparation periods, meetings such as Literacy Team, and Inquiry Team meetings. Through scheduling, teachers are provided opportunities to collaborate with each other to share best practices that will positively affect student performance. Inter-visitations, lesson studies, lab sites and collegial collaboration have proven to be effective tools in facilitating the learning of current, innovative methodologies and techniques. Our full time staff developer and lead teachers model outstanding lessons and strategies. Grade four teachers piloted a lesson study to plan, model, revise and deliver collaborative, differentiated lessons in science and math. Teachers discuss and reflect on these practices and implement them in their own classes.

Professional development is offered in-house based on teachers' needs and interests as well as on topics such as Differentiating Instruction, Meta-cognition, Multiple Intelligences, Analyzing Data, and Scaffolding Instruction for English Language Learners. Teachers are also sent to workshops given outside of our school, such as the Wilson Reading Program and Special Education topics. Consultants and authors are invited in to provide professional development as well.

We have a pedagogical mentoring program in which new teachers are paired with experienced teachers to guide them through their first two years of teaching. They meet with their mentor twice a week to plan curriculum, write lessons, analyze data, work on effective classroom management techniques and reflect on practices.

Teachers on each grade collaboratively write pacing calendars in literacy, mathematics, science and social studies which are aligned with content standards. Our teachers also work by grade level and committees to create school-wide assessments. Our continued increase in student achievement in the areas of literacy, mathematics, science and social studies over the past five years have reflected well on our professional development program.

6. School Leadership:

The Principal and Assistant Principal are knowledgeable instructional leaders who combine high expectations with a clear mission and vision for the school. The entire staff works as a team focusing on addressing the academic, social and emotional needs of each student in a safe and orderly environment. The leaders ensure that the entire staff is educated as to the policies and regulations of the Chancellor/NYC Department of Education and implemented throughout the school. Monthly calendars and newsletters are distributed to staff and parents to keep them informed.

The administration, principal's cabinet, and School Leadership Team schedule regular meetings to work collaboratively and make decisions regarding the school's educational direction in order to plan strategies and resources for implementation. The priority for allocating funds is student-centered, focusing on essential resources such as books, technology, hardware, software, materials and after school programs.

The Principal takes an active, hands-on approach. The expectations are high, but goals are clear as they work with the teaching staff to ensure and maintain a high quality education for all students. Teachers are held accountable for their students' progress. There are non-negotiable guidelines related to student achievement: allotment of time for literacy, math, science, social studies, analyzing data, developing action plans to deliver instruction and reporting to parents. When these criteria are met, teachers have the freedom to design and deliver instruction creatively. The Principal is receptive to new ideas and methodologies. The Principal encourages the use of technology, field trips, partnerships with community organizations and enrichment to compliment instruction.

Parents are an integral part of our school community and School Leadership Team. Parents attend curriculum conferences in September, followed by a variety of workshops designed for them to understand student expectations. The Principal, Assistant Principal, Parent Coordinator and teachers are available to assist and support parents with all of their concerns on a daily basis. Parents and families are welcomed to all events such as our annual "Pot Luck Dinner." Staff members and families share an evening of cultural diversity while they dine on native dishes. School leaders have been successful in enlisting the support of parents as partners in their children's education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Math

Edition/Publication Year: 2005-2008

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Level 3 and Level 4	100	100	98		
Level 4	52	64	45		
Number of students tested	82	103	99		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	100	100	100		
Level 4	52	64	35		
Number of students tested	82	103	17		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	100	100	96		
Level 4	51	49	27		
Number of students tested	45	57	52		
3. (specify subgroup): White					
Level 3 and Level 4	100	100	100		
Level 4	52	85	70		
Number of students tested	21	33	33		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NYS Math Assessment was not given in 2003-2004 and 2004-2005.

Subject: Reading

Grade: 3 Test: NYS ELA

Edition/Publication Year: 2005-2008

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
Level 3 and Level 4	90	98	94		
Level 4	17	26	10		
Number of students tested	82	102	93		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	90	98	76		
Level 4	17	26	6		
Number of students tested	82	102	17		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	95	96	90		
Level 4	16	16	4		
Number of students tested	43	55	48		
3. (specify subgroup): White					
Level 3 and Level 4	91	100	100		
Level 4	23	36	17		
Number of students tested	22	33	30		
4. (specify subgroup): Asian and/or Pacific Islander					
Level 3 and Level 4	70				
Level 4	10				
Number of students tested	10				

Notes:

NYS ELA Assessment was not given in 2003-2004 and 2004-2005.

Subject: Mathematics

Grade: 4 Test: NYS Math

Edition/Publication Year: 2003-2008

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 and Level 4	99	96	98	99	96
Level 4	71	47	42	75	61
Number of students tested	94	94	101	100	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	99	96	100		
Level 4	71	47	41		
Number of students tested	94	94	22		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	98	96	97		
Level 4	58	32	36		
Number of students tested	53	50	61		
3. (specify subgroup): White					
Level 3 and Level 4	100	97	100		
Level 4	83	70	48		
Number of students tested	30	30	31		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NYS Math Assessment was not given in 2003-2004 and 2004-2005.

Subject: Reading

Grade: 4

Test: NYS ELA

Edition/Publication Year: 2003-2008

Publisher: McGraw Hill Company

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	93	89	84	84	78
Level 4	22	20	5	36	19
Number of students tested	94	93	97	96	99
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	93	89	81		
Level 4	22	20	10		
Number of students tested	94	93	21		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	89	80	81		
Level 4	13	14	7		
Number of students tested	53	50	58		
3. (specify subgroup): White					
Level 3 and Level 4	100	100	87		
Level 4	33	28	3		
Number of students tested	30	29	30		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

2004-05 and 2003-04 - No subgroup data available from NYS.

Subject: Mathematics

Grade: 5

Test: NYS Math

Edition/Publication Year: 2005-2008

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Level 3 and Level 4	100	100	99		
Level 4	69	55	75		
Number of students tested	94	96	92		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	100	100	100		
Level 4	69	55	56		
Number of students tested	94	96	18		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	100	100	98		
Level 4	60	46	68		
Number of students tested	50	56	53		
3. (specify subgroup): White					
Level 3 and Level 4	100	100	100		
Level 4	19	69	85		
Number of students tested	31	32	26		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The NYS Mathematics Assessment was not given in 2003-04 and 2004-05. NYS ELA Assessment was not given in 2003-2004 and 2004-2005.

Subject: Reading

Grade: 5

Test: NYS ELA

Edition/Publication Year: 2005-0008

Publisher: McGraw Hill Company

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan		
SCHOOL SCORES					
Level 3 and Level 4	99	89	89		
Level 4	18	21	19		
Number of students tested	92	95	88		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Level 3 and Level 4	99	89	78		
Level 4	18	21	11		
Number of students tested	92	95	18		
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Level 3 and Level 4	98	88	84		
Level 4	8	16	10		
Number of students tested	48	57	50		
3. (specify subgroup): White					
Level 3 and Level 4	100	90	100		
Level 4	37	23	38		
Number of students tested	30	31	24		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

NYS ELA Assessment was not given in 2003-2004 and 2004-2005.

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